

Saluda Trail Middle

2300 Saluda Road
Rock Hill, SC 29730

Grades 6-8 Middle School

Enrollment 853 Students

Principal Brenda Campbell 803-981-1800

Superintendent Dr. Randy Bridges 803-981-1000

Board Chair Bob Norwood 803-981-1000

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	22	8	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Average	Below Average	No

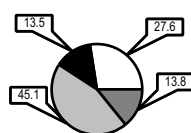
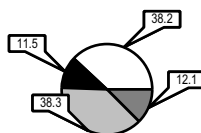
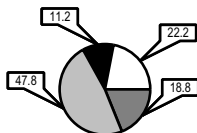
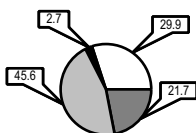
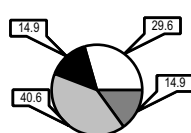
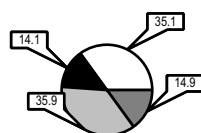
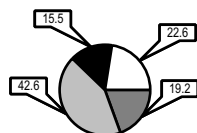
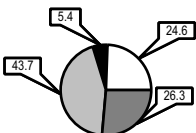
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8	98.7
English 1	96.7	92.9
Biology 1/Applied Biology 2	N/A	76.9
Physical Science	N/A	40.6
All Subjects	97.7	96.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	836	98.0	28.9	46.1	22.1	2.9	35.2	Yes	Yes
Gender									
Male	421	97.4	37.4	45.4	15.2	2.1	24.0	N/A	N/A
Female	415	98.6	20.8	46.8	28.8	3.8	46.0	N/A	N/A
Racial/Ethnic Group									
White	438	98.9	19.4	46.4	30.1	4.1	43.3	Yes	Yes
African American	382	97.1	40.1	45.7	12.9	1.4	25.8	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	713	99.7	21.5	50.1	25.3	3.2	39.7	N/A	N/A
Disabled	123	87.8	78.6	19.4	1.0	1.0	4.9	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	836	98.0	28.9	46.1	22.1	2.9	35.2	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	830	98.0	28.6	46.2	22.2	2.9	35.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	359	95.8	41.8	45.4	11.6	1.2	20.4	No	Yes
Full-pay meals	474	99.8	19.8	46.5	29.6	4.1	45.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	836	98.0	21.1	48.2	19.2	11.5	44.8	Yes	Yes
Gender									
Male	421	97.1	24.8	46.8	17.6	10.9	43.7	N/A	N/A
Female	415	98.8	17.5	49.6	20.7	12.2	45.9	N/A	N/A
Racial/Ethnic Group									
White	438	98.9	12.0	47.6	23.7	16.7	56.2	Yes	Yes
African American	382	97.1	32.5	49.0	13.2	5.3	30.5	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	713	99.9	15.3	49.9	21.9	13.0	50.0	N/A	N/A
Disabled	123	87.0	59.8	37.3	1.0	2.0	9.8	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	836	98.0	21.1	48.2	19.2	11.5	44.8	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	830	98.0	21.1	48.3	19.0	11.6	44.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	359	95.8	31.4	50.6	13.7	4.3	31.1	Yes	Yes
Full-pay meals	474	99.8	13.7	46.5	23.0	16.7	54.6	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	836	97.2	38.0	38.3	12.1	11.6	23.7
Gender							
Male	421	96.2	40.9	33.8	11.6	13.6	25.3
Female	415	98.3	35.1	42.7	12.6	9.6	22.2
Racial/Ethnic Group							
White	438	98.6	24.8	40.0	16.2	19.0	35.2
African American	382	95.8	53.3	35.9	7.3	3.5	10.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	80.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	713	99.6	31.1	42.0	13.4	13.4	26.9
Disabled	123	83.7	78.4	16.4	4.3	0.9	5.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	836	97.2	38.0	38.3	12.1	11.6	23.7
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	830	97.2	37.9	38.2	12.2	11.7	23.9
Socio-Economic Status							
Subsidized meals	359	94.7	53.1	34.0	9.1	3.8	12.9
Full-pay meals	474	99.4	26.7	41.5	14.3	17.4	31.7

Social Studies							
All Students	836	97.5	27.4	45.1	13.8	13.6	27.4
Gender							
Male	421	96.7	30.7	39.5	13.1	16.6	29.7
Female	415	98.3	24.2	50.6	14.6	10.6	25.2
Racial/Ethnic Group							
White	438	98.9	16.4	47.7	15.7	20.2	35.9
African American	382	96.1	40.2	41.8	11.7	6.3	17.9
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	5	80.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	713	99.7	23.1	46.9	15.2	14.9	30.1
Disabled	123	84.6	53.0	35.0	6.0	6.0	12.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	836	97.5	27.4	45.1	13.8	13.6	27.4
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	830	97.5	27.2	45.3	13.8	13.7	27.5
Socio-Economic Status							
Subsidized meals	359	95.3	38.6	45.0	9.1	7.3	16.4
Full-pay meals	474	99.4	19.1	45.2	17.4	18.3	35.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	98.8	40.2	37.1	18.3	4.5	22.8
	7	306	100.0	26.9	49.0	22.0	2.1	24.1
	8	308	100.0	31.9	46.0	19.6	2.5	22.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	98.6	35.8	37.3	22.0	4.9	26.9
	7	249	96.8	27.7	46.8	24.7	0.9	25.5
	8	301	98.3	23.5	53.6	20.1	2.8	22.8
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	99.6	18.2	44.0	28.0	9.8	37.8
	7	306	100.0	26.6	43.4	16.1	14.0	30.1
	8	308	99.7	40.7	46.5	11.3	1.5	12.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	98.6	17.2	45.5	25.0	12.3	37.3
	7	249	96.8	17.3	47.2	22.1	13.4	35.5
	8	301	98.3	27.7	51.6	11.4	9.3	20.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	99.6	32.9	35.1	16.9	15.1	32.0
	7	306	100.0	31.1	42.7	12.9	13.3	26.2
	8	308	99.7	35.5	40.9	12.3	11.2	23.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	98.3	46.7	29.0	15.8	8.5	24.3
	7	249	96.0	36.6	37.0	13.4	13.0	26.5
	8	301	97.3	30.9	48.1	7.6	13.4	21.0
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	251	99.6	22.2	36.0	21.8	20.0	41.8
	7	306	100.0	35.3	44.4	13.6	6.6	20.3
	8	308	99.4	32.5	46.0	15.3	6.2	21.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	286	98.3	27.6	39.7	12.5	20.2	32.7
	7	249	96.0	31.2	43.0	12.7	13.1	25.7
	8	301	98.0	24.2	51.9	16.0	7.8	23.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 853)				
Students enrolled in high school credit courses (grades 7 & 8)	18.3%	Up from 16.3%	22.8%	16.7%
Retention rate	0.2%	Down from 1.3%	2.0%	2.5%
Attendance rate	96.9%	Down from 97.0%	96.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%	Down from 6.8%	2.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	1.5%	Down from 6.1%	2.0%	1.0%
Eligible for gifted and talented	13.1%	Up from 12.4%	22.0%	15.6%
On academic plans	0.0%	N/AV	33.4%	39.9%
On academic probation	0.0%	N/AV	0.6%	0.7%
With disabilities other than speech	12.2%	Down from 16.1%	11.9%	12.4%
Older than usual for grade	2.3%	Down from 2.5%	3.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.6%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 60)				
Teachers with advanced degrees	46.7%	Up from 42.4%	51.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.5%	N/A	5.8%	9.1%
Teachers with emergency or provisional certificates	6.0%	Down from 8.0%	4.3%	5.6%
Teachers returning from previous year	87.7%	Down from 89.1%	87.7%	84.6%
Teacher attendance rate	95.3%	Up from 93.7%	94.9%	94.8%
Average teacher salary	\$42,676	Up 1.1%	\$42,952	\$42,267
Prof. development days/teacher	13.6 days	Up from 11.0 days	11.8 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 23.0 to 1	22.6 to 1	21.1 to 1
Prime instructional time	90.7%	Up from 89.6%	89.8%	89.0%
Dollars spent per pupil*	\$6,136	Up 7.8%	\$5,882	\$6,243
Percent of expenditures for teacher salaries*	52.3%	Down from 61.1%	60.6%	59.8%
Percent of expenditures for instruction*	63.7%		65.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	97.4%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The School Improvement Council and Saluda Trail Middle School staff, parents, and students set our focus this past year on evaluating our curriculum and student expectations. Our mission statement has been modified to better reflect the direction and vision of our school as we have grown over the past few years. Along with this reflection of our mission statement, we have modified our core beliefs, learner standards, and school goals. We continue to promote a climate that encourages participation of all stakeholders as we analyze the effectiveness of our school. We continue to have much success and have enjoyed a great year.

Saluda Trail Middle School just recently obtained candidate school status for the International Baccalaureate Middle Years Programme for the 2006-2007 school year. We sent administrators and teachers to MYP training and will continue next year as we implement this program. Our School Improvement Council took an active part in this program last year and plans to make it a focus for next year also. The principal and a team of teachers are in our final year of a three-year grant for literacy with the State Department of Education, which focuses on reading and writing strategies to improve student achievement. Our school, along with our entire district, is also implementing Working on the Work (WOW) into our professional development, classroom instruction, and observations. WOW emphasizes engaging work that students are given and stresses that the lessons being taught address the state standards. The strategies learned in these programs and initiatives have been integrated into lesson plans designed for students and are expected during observations and evaluations.

Although our focus has been centered on curriculum and student achievement, Saluda Trail still maintains numerous self-esteem and character building opportunities for students. We completed our third year in partnership with the University of South Carolina, who sponsored TAAG, which provided activities for young ladies. This program encourages girls to become actively involved to foster lifelong healthy habits. We still have other successful mentoring groups such as MALE Call, Bridge Builders, and Ladies Involved in Nurturing Character and Self-Esteem (LINCS) to provide positive role models for our students. The multitude of academic clubs and teams, as well as a great variety of sports opportunities, give students at Saluda Trail a chance to be competitive with other middle schools in the district and state.

Saluda Trail Middle School students, staff, and community actively participated in service learning and other charitable events this past year. We raised over \$6,000 for Katrina and provided food, clothing, and support for the families who came to Saluda Trail. Raising money for Pennies for Patients, Rock Hill Reads, St. Jude, and Make a Wish, and providing for the local nursing home have become yearly events for our students and staff.

Our School Improvement Council once again was named a finalist for the state's Riley Award for their outstanding work. We will continue to work with the SIC to improve instruction and the overall experience for all our students.

Brenda Campbell, Principal
Phil Leazer, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	248	195
Percent satisfied with learning environment	93.9%	75.9%	88.4%
Percent satisfied with social and physical environment	95.9%	77.6%	82.9%
Percent satisfied with school-home relations	95.9%	86.0%	69.5%

*Only students at the highest middle school grade level at this school and their parents were included.